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ABSTRACT

The paper describes a three level resource room designed to provide a comprehensive program to meet the widely varying needs of handicapped students at the secondary level. An introduction provides the historical background of services to the handicapped. A description of the program includes the organization; the resource room services, such as instruction, prevocational development, and counseling; and approaches to mainstreaming. Operational procedures are stated including freshman intake, scheduling, monitoring progress in mainstreamed courses, reporting progress, parent contracts, administration and planning, record keeping, relationship with guidance, and career education (the CIPED Community Involvement Personal Education Development Program). Appended are descriptions of teacher qualifications, sample schedules, a sample bi-monthly progress report, a sample report card, guidelines for resource teacher/counselor responsibilities, sample end of the year progress report, a listing of resource room courses, and sample individualized educational plan annual review and instructional guide. (PHR)

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A SECONDARY RESOURCE ROOM PROGRAM

A PRACTICAL AND APPLIED MODEL

FOR EFFECTIVE MAINSTREAMING

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A SECONDARY RESOURCE ROOM PROGRAM

A PRACTICAL AND APPLIED MODEL FOR EFFECTIVE MAINSTREAMING

Philip Wullschleger

Robert T. Gavin

This paper describes a successful coordinated 3-level resource room approach at the secondary level that provides an effective comprehensive program for handicapped high school-age students. The program is viewed as consistent with their educational, vocational and socio-emotional needs in accordance with the true concept of "least restrictive environment" or mainstreaming.

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Dallas, Texas April 1979

A SECONDARY RESOURCE ROOM PROGRAM

A PRACTICAL AND APPLIED MODEL FOR EFFECTIVE MAINSTREAMING

ABSTRACT

The 3 level Resource Room described is designed to provide a comprehensive program to meet the widely varying needs of classified handicapped students at the secondary level. The program allows Resource Room teachers to operate as a team and to engage in weekly planning. Each of the rooms is organized into one of 3 levels, providing for a certain range of academic instruction. The design also intends to limit the number of regular teachers any one Resource Room teacher must deal with.

Level I incorporates a high degree of structure and security for students with some degree of movement through a schedule of modified courses. Level I is not a self-contained class nor does it follow the usual concept of a Resource Room as established in New Jersey.

Level II is a more typical example of the Resource Room concept in New Jersey. Students are provided, as needed, basic skill instruction in Reading and Math as well as Supplemental Instruction designed to foster success in regular courses. The Level II Resource Teacher monitors progress in all areas of their students' school program and support regular teachers with materials, suggestions and information. Students spend between 1 and 3 periods in the Resource Room depending on needs.

Level III provides supplemental instruction to students functioning on the highest levels. Those classified students completely mainstreamed do not usually need ongoing supportive instruction but rather need periodic help and monitoring depending on classroom demands. The Level III Resource Room teacher utilized regular classrooms and labs as well as a small home base in which to deliver instruction. This permits the use of regular classroom materials and equipment as needed. The instructional demands at this level are such as to permit the Resource Room teacher to fulfill an additional role in vocational and career education. The Level III teacher develops community resources for graduating classified students. Each senior classified student receives special counseling leading to decision making about future directions and, hopefully, a firm placement for the next step after high school.

Procedures for development organization and implementation of the 3-level approach are described as well as appended materials including job description, sample program and forms.

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INTRODUCTION

In the process of developing this presentation to describe our program at the secondary level, we had many discussions as to both its content and format. Should our effort be one of providing a philosophical, theoretical research-based paper with accompanying statistical data, complete with significance and correlation, or should we present a practical problem-solving approach based on our particular experiences, successes and failures.

We decided that the latter would be the more appropriate. That, as a result of this you may, if you wish, begin the process of building a more effective program of service and intervention in your own secondary schools. Hopefully, you may benefit from our experiences and avoid the unnecessary pitfalls that are often destructive of program development, as well as recognize that successful change occurs over time and not overnight.

Before describing our actual program, it is perhaps important to briefly consider the historical development of services to the handicapped. The accommodation of handicapped students in the public schools of this country has always been a difficult task at best. At the secondary level it has been almost impossible. The passage of PL 94-142, with its emphasis on due process, parent participation, individualized programming and least restrictive environment guarantees has added substantially to this problem. PL 94-142 has further increased the burden of professionals to provide not just special class placement for the handicapped, but a range of placements and program options in the mainstream of the educational setting.

Historically, special education came on the public education scene less than a century ago as a result of the failure of state training institutions to return mentally retarded children to society as economically and socially independent citizens. As these institutions became custodial in nature, pressure was exerted to provide day school programs in the public schools. Thus special education was born, based on legislative mandate. The demand came not from professional educators, but from concerned others--parents and professionals who took up the cause of the handicapped. Some 85 years later, services for the handicapped still derive their impetus more from the political process than the educational.

From the beginning, special education and regular education have gone their separate ways, each establishing their own methods, procedures, administrative hierarchy and power structures. If special education has accomplished nothing else over the years, it has effectively conveyed the message to regular teachers and administrators that there is indeed something special, something unique about teaching the handicapped that only they, the special educators,

through their special training and expertise are able to provide. This mystic surrounding special education remains despite ongoing controversy within the field itself as to the efficacy of our practices.

While these developments were occurring, changes were taking place in our society. In the early fifties, the courts began to make rulings dealing with discrimination and segregation. Initially these rulings were applicable to practices in our society relating to various social, religious and ethnic minorities. These decisions, particularly at the Federal level, consistently ruled in favor of integration as opposed to segregation; non-discrimination as opposed to discrimination; and due process and equal rights. In recent years these rulings began to include children and the handicapped. These actions of the courts were followed by enabling legislation to provide support for positions taken by the courts.

As a result of these actions, we as special educators are now being asked to give up our autonomy and control. Regular educators are being asked to give up their autonomy and control; to forget about the "special" aspect of the handicapped and to modify their teaching styles to accommodate them in their classrooms. Neither of us seem particularly happy with this turn of events.

The considerable impact of "least restrictive environment" on teachers is without question. The presence of one or several handicapped children in a regular classroom has serious implications for the classroom teacher in terms of the style and content of instruction and responsibilities. Its impact on special educators is also without question. The removal of the handicapped from a segregated, protected environment and placing them into the regular program is of equal significance to the special educator also in terms of their instructional practices and responsibilities.

It is an underlying assumption of PL 94-142 that only those handicapped students able to benefit from a regular classroom placement will be mainstreamed. In accepting the above assumption one must also assume that the values of all professionals involved are in accord since the determination of appropriateness of regular class placement does in fact involve value systems held by the professionals concerned. In practice, however, this assumption of shared values does not always hold, resulting in difficulties defining "able to benefit" to anyone's satisfaction.

The concept of "least restrictive environment" or in the vernacular "mainstreaming," requires an integration of these two groups--special education and regular education--a redefining of

the role, relationships and competencies of both groups. These issues and conflicts are real, must be dealt with, will not be resolved by themselves, and will require a great deal of understanding, cooperation and rethinking by all.

Unfortunately, in enacting legislation, little thought or understanding has been given to history, to existing practices, and to the complexities and problems involved in providing for the handicapped, particularly at the secondary level. Further, immediate and full compliance is required. Needless to say, the impact has been considerable and has created near chaotic conditions in some cases, as frantic efforts are made to reorganize secondary programs, reeducate and train teachers and administrators, develop new resources and services, and provide parents with due process and reasonable assurances that both their needs and concerns and those of their children will be met.

Some other problems related to the secondary level are:

Unique qualifications of staff.

Department standards and departmental organization of secondary schools.

Interdepartmental competition for space and funds.

Secondary credit systems.

Graduation requirements.

Subject matter accommodation.

Minimum standards--minimum competency requirements.

Driver education.

Providing services for students without stigmatizing.

Providing support to teacher on a here-and-now basis.

Teacher--parent--Student (handicapped/non-handicapped) attitudes.

Adolescent problems compounding handicaps.

Most public secondary schools have operated for years with little real accommodation for the heterogeneity of their students and continue to have expectations of providing for a fairly homogeneous student. Students are treated as if they all have acquired certain basic skills in both academic and social areas. These students are expected to be reasonably independent, self-sufficient and capable within subject matter areas, peer relationships and overall social behavior. If not, then the students must be willing

to suffer the consequences of failure and rejection with a minimum of disruption to the system. Students who cannot maintain these standards are viewed as not belonging. This view is not only held by the school but, for the most part, by the community. For many years self-contained classes, exclusion, early push-out, drop out or other administrative actions provided an acceptable solution for the school--not the student.

In retrospect, it was these understandings, not as well articulated at the time as now, that led us in the direction of the type of special program that finally emerged. This program was developed with attention to the unique needs of handicapped secondary school students, as well as the legal restraints of New Jersey's regulations for the handicapped.

BACKGROUND

In order to fully understand the context in which our secondary Resource Room Program was evolved, it may be helpful to review the legislative, social and economic conditions that prevail in New Jersey and South Brunswick.

In New Jersey serious concern for the handicapped developed in the early 1950's and resulted over the years in the enactment of comprehensive legislation which has been recently revised in light of PL 94-142, and is in many ways even more comprehensive than 94-142.

Briefly New Jersey's legislation is categorical in nature and provides for a system of classification of handicapped children into 10 distinct categories, including the mentally retarded, emotionally disturbed, socially maladjusted, perceptually impaired, neurologically impaired, visually and auditorily impaired, chronically ill, orthopedically handicapped and multiply-handicapped. It requires that such classification be established by a multi-disciplinary team consisting of a Learning Consultant, Psychologist and Social Worker supplemented by other disciplines as necessary. In New Jersey this team is called the Child Study Team.

The law provides for a broad spectrum of services ranging from supplemental instruction to private residential placement. Within the school itself special classes represent the most restrictive environment. These self-contained classes are limited by size (8-15) and age range (4 years). Mixing of various handicaps within a class is not allowed and class size can only be increased by one-third with the addition of either another teacher or paraprofessional. Apart from Supplemental Instruction, Resource Rooms are the least restrictive setting in the public schools. These Resource Rooms

are instructional centers which offer individualized instruction in basic subject skills or other instructional areas and meet the following criteria:

1. Educationally handicapped pupils in Resource Rooms shall be enrolled on a regular public school classroom register and in a class with their chronological peers.

2. The Resource Room teacher shall be a Teacher of the Handicapped.

3. The Resource Room teacher shall be provided the equivalent of one hour per school day for consultation with the regular teaching staff.

4. Types of special education Resource Room Programs shall be:

   a. Single handicap program

   b. Mixed handicap program

   c. One program (both non-handicapped and handicapped).

5. The number of pupils that can be assigned to a Resource Room at any given time shall not exceed five. The total number of pupils that can be assigned shall not be fewer than four or more than 20, and shall not participate in excess of two hours daily.

6. Exceptions to these requirements may be made only with advanced written approval.

Initially state support for special education was approximately 50% of all costs. At the present time funding is on a ratio basis for each handicap determined by average state costs. Under this new formula approximately 18% of all costs are provided through state funding. In South Brunswick Public School District, the projected budget for the school year 1979-80 is approximately 12 million. Current average per pupil cost is approximately $2200 and an additional $2500 or more per pupil is spent for special education students.

The other major aspect of the environment in which our secondary program exists is the nature of the community and school district. The South Brunswick School District is a collection of small communities located in South Brunswick Township, New Jersey. This community of 18,000 is an urban/rural middle class one occupying 40 square miles in Central New Jersey. It is approximately equi-distant from New York and Philadelphia and convenient to major transportation facilities and to major universities in the state (Princeton and Rutgers).

The community itself is middle class without extremes in either poverty or wealth. It is primarily a residential community with some light industry and commercial properties. Most employment opportunities are outside the community itself and a sizeable proportion of the population commute to work.

The school district is organized as a K-6 (Elementary); 7-8 (Intermediate); 9-12 (Secondary basis). Total enrollment approximates 3600-3800 pupils. Prior to the inception of the current program, services to the handicapped at the secondary level were limited to a self-contained special class, some supplemental instruction and a haphazard approach to dealing with a multitude of problems presented by students with various maladaptive behaviors that were detrimental to their school survival. Line and staff relationships were poorly defined as were individual responsibilities. Child Study Team services were minimal and most evident in a crisis situation when it was almost impossible to do anything. In the early 70's we began to realize that we must give serious consideration to special education in our high school. It became quite evident that the existing program at the high school would not be able to provide for the number and variety of children who had been identified and classified as handicapped at the elementary level and would soon be arriving at the high school. We were fortunate in being able to anticipate this problem early enough to permit the gradual development of services.

Our current program design was not the result of comprehensive long range planning, but rather a process of continuing assessment, revision and trial solutions. Over a five year period numerous major issues were addressed, including adequate staffing, space, scheduling, role clarification, communication, regular curriculum modification, additions to the curriculum, credits and grading, monitoring progress, support services and teacher training.

In reflecting back over the last five years we realize that how we accomplished the changes is of equal or more importance than what we accomplished. A pitfall that we studiously avoided was to operate from a position of power. We certainly had a degree of power based in the state and federal laws, as well as the support of a vocal parent group. Accepting from the start that one of our most important tasks was to change attitudes and win a broader acceptance for special education in the high school, we proceeded cautiously and with great respect for the sensitivity of the regular staff. Possibly the most critical element to the success of this approach is the skills of the special education staff that are brought in. They must be unusual people who will accept a role far beyond the delivery of instruction. They must get involved in the school and strive to develop positive relationships with regular staff. They must have great patience and be willing to live with uncomfortable situations while planning long term solutions.

The following sections describe in detail the results of our program evolution. Many or all features of it may not be transferable to other situations, but it should be useful at least as a basis of comparison, and stimulus for further thought.

PROGRAM DESCRIPTION

Organization: South Brunswick High School created a special education department that ranked with all other departments in the building. Its chairperson is also the Learning Consultant for the school who functions in the dual role of district-wide Child Study Team member and department head. Giving special education department status has had many benefits for the program. With an equal voice in school policy making, the needs of the handicapped are insured of consideration.

Three Resource Rooms, designated Levels I, II, and III, were established to meet the needs of the handicapped high school students. The Resource Rooms have been deliberately located in widely separate places in the building amidst regular classrooms so as to reduce the stigma that so often complicates providing services for secondary special education students. Levels I and II are classrooms and Level III is an office indistinguishable from those of guidance counselors located in the student personnel center.

Students are grouped according to instructional needs and not by labels used to describe their handicap. Level I Resource Room provides for students with academic levels ranging from low first to third grade; Level II, third to approximately seventh; and Level III, all higher functioning students who have a completely mainstreamed schedule. Mobility between Resource Rooms can occur at anytime if it appears that a student's needs can be better met in another level.

Each Resource Room is staffed by a certified teacher of the handicapped. (See Appendix A for role descriptions.) The Level I, II, and III teachers rotate their positions each year. This is done to promote a team effort for all the handicapped students in the building, to ensure that a teacher's strengths are more widely shared, and to provide constant stimulation for professional growth. Auxiliary help has been provided when demands are greater than single teacher could handle. At various times a full or part time supplemental teacher or classroom aide has been employed.

Resource Room Services

1. Instruction: Basic skill instruction in language arts and math is provided in Resource Rooms Level I and II as needed. Resource teachers provide instruction or training as prescribed by the Child

Study Team to remediate academic skill deficiencies, improve work habits, develop perceptual skills or improve social development. In addition, social studies and science topics are covered for students who have no other opportunities to receive instruction in these areas. All resource teachers provide supplemental instruction to reinforce success in regular classes taken by their students. This may involve delivering a portion of the instruction normally done in a regular class, helping students complete assignments, or giving tests orally or in some modified way to accommodate a student's handicap.

2. Pre-vocational Development: All instruction provided in the Resource Rooms is geared to developing survival skills for the world students will face upon graduation. Materials and activities are selected that serve a dual role--to teach and reinforce a basic skill and also to simultaneously develop job information, knowledge about the outside world, or independent living skills such as balancing a checkbook.

3. Counseling: Individual or small group counseling related to school adjustment problems occupies a major portion of teacher time on all levels. All the normal turbulence of adolescence is often compounded by a student's handicap. In some cases, the only service a handicapped student requires to survive in the regular curriculum is supportive counseling. Since the resource teachers work as a team, the counselor for a particular student may not necessarily be the resource teacher to which the student is assigned. In critical situations, the most compatible counselor/student match is sought.

The Level III resource teacher is assigned the responsibility of providing career counseling to all senior special education students. Since this level is the least confining in terms of instructional demands, the teacher is able to fulfill a role as a community liaison person with educational and employment opportunities for students after graduation. In the Level III room, a resource file is being developed to systematically document such opportunities as they are researched. The Level III resource teacher's specific goal is to guide each graduating student to the point of formulating concrete plans for the next year. Taking students on field trips to educational institutions, visiting local businesses, and following up on those who have graduated are all components of the role.

Mainstreaming

State and federal laws now mandate that handicapped students be placed in the least restrictive educational environment. Normal adolescent development, as characterized by the overpowering importance of the peer group, is perhaps the more forceful impetus for

mainstreaming at the high school level. A paramount consideration in the design of the Resource Room Program at South Brunswick has been to respect the deeply held aversion many handicapped students have for being grouped totally with students of similar problems. Therefore, developing educational opportunities in the regular curriculum has been one of the highest priorities of the program.

There are two approaches to mainstreaming:

First, very low level courses have been established within regular departments and staffed by area specialists for art, music, industrial arts, science, home economics and physical education. Enrollment is limited to six to eight students--all handicapped. Financial support and supervision come from the area department. However, special education does provide ongoing consultation for curriculum development and behavior management. This allows the lowest functioning students to move about the building, see many teachers in a day, and have a schedule that resembles all others.

Secondly, approximately 80% of the handicapped students in the high school have at least two or more regular courses with non-handicapped students. The skills of regular teachers to accommodate and modify their programs for the handicapped have continually been developed. This has been, and will most likely continue to be, an evolutionary process. Rather than through an in-service workshop approach, regular teachers have been helped to change attitudes and improve techniques by frequent contacts and supportive relationships with resource teachers. Experience has shown that success with one handicapped student generalizes to others, builds confidence, and opens doors for more students. The critical element in this approach to developing mainstreaming is that the special education teacher must have time set aside each day to work with regular teachers. In addition, the resource teacher must have great patience and diplomatic skill.

Operational Procedures

The following are routine practices that have greatly aided the overall functioning of the Resource Room Program:

Freshmen Intake: The transition from the middle school to the high school is given much attention. Parents are generally more apprehensive than their son or daughter who is often enthusiastically looking forward to the move. Therefore, the process begins with a parent information night held at the high school in February or March. Shortly thereafter, the high school resource teachers go to the middle school, meet with incoming freshmen, and draft a preliminary schedule. They are aided in this process by Child Study Team recommendations and a current functional levels profile sheet completed by the middle

school special education teachers. Visits to the high school for incoming handicapped students are arranged in the spring. In late summer the resource teachers are provided three days work to revise schedules and prepare for the fall. Parents of incoming freshmen are encouraged to come in at this time with their son or daughter for an individual orientation. One measure of success for these efforts is that within a month, students who previously had only experienced self-contained classes are successfully adjusting to their new environment.

Scheduling: Resource teachers perform all the tasks involved in scheduling for their students. In consultation with parents and the Child Study Team, they draft preliminary schedules with their students' full participation. Once a master schedule for the coming school year is published they revise each schedule to insure a "workable" student/teacher match. The resource teachers' workload is directly related to the viability of each student's schedule, hence the motivation to treat this task as absolutely critical. Appendix B contains sample schedules of Level I, II, and III students.

Monitoring Progress in Mainstreamed Courses: Appendix C is a bi-monthly progress card that asks the regular class teacher to provide critical feedback to the resource teacher without creating undue burden. Twice a month approximately 250 cards are distributed. In addition to this structured procedure, resource teachers are in daily contact with other staff on an informal basis. Each resource teacher is scheduled to have at least one free period a day for this purpose.

Reporting Progress: Resource room students receive a report card that looks like all others. All Resource Room instruction has a course title and number so that on computer printouts it is impossible to distinguish a special education student unless you know precise course titles. (See Appendix D for a sample copy.) Students are generally graded on effort and ability. Regular class teachers are aided by the resource teachers in making final grading decisions for the mainstreamed student. This is a very sensitive area that often requires a high level of negotiating skill, as many regular teachers feel uneasy about "compromising" their standards. Handicapped students compete on an equal basis for the school's honor roll, but are selectively removed from class rank tabulations. The honor roll is seen as an internal reward system whereas class rank could convey a false picture of a student's academic prowess to outside institutions.

Parent Contacts: Formal conferences are held once a year to review progress and fulfill requirements of the law concerning the IEP. Each Resource Room is equipped with a phone to the outside, giving parents quick access at almost anytime of the school day to

the person who knows most about what is going on. It also greatly facilitates the resource teachers' task of keeping parents informed.

Administration and Planning: Formal department meetings are held once a week after school. The Child Study Team also meets regularly once a week on school time with each resource teacher. Time is divided between problem solving concerning implementation of individual IEP's and developing the overall Resource Room Program.

Record Keeping: Individual Educational Programs are reviewed annually and revised as needed, including the specific instructional guides. These records, with samples of recent work, are kept in a student folder in the Resource Room. Lockable file cabinets are absolutely essential.

Relationship with Guidance: Since resource teachers perform many of the tasks normally done by guidance counselors, i.e., counseling, scheduling, it was necessary to work out a written statement with the Guidance Department concerning responsibilities (See Appendix E). The arrangement is quite flexible with the person seen as having the best rapport available to fulfilling the counseling need.

Career Education: A primary goal of the Resource Room Program is to prepare students for what happens after graduation. Many students will follow the mainstream into jobs and college. The greater a student's impairment, however, the more difficult the task of preparation for independent living and economic self-sufficiency. The career ed component of the program consists of three parts, two of which were previously mentioned; basic skill instruction and career counseling for seniors. The third major component is experiential learning in the real world through a school-wide community involvement program known as CIPED.

CIPED is an acronym for Community Involvement Personal Educational Development. South Brunswick High School has operated this unique program for the last six years. Each day, twenty percent of the 1200 student population is placed in businesses, hospitals, factories, government agencies, and numerous other sites where they can explore and experience at first hand hundreds of possible career interests. The CIPED Program has a staff of seven field coordinators who arrange placements and supervise activities. One field coordinator, in addition to regular duties, is designated to work with the Resource Room Program.

Most of the handicapped students in the high school participate in the CIPED Program. We have used CIPED to provide a realistic assessment of a particular student's level of employability and to actually provide job training. Working with parents and a student's

particular interest and abilities, a placement is prepared. The sponsor is generally not told that the student is from a special education program, but only what information is needed to accommodate the student in terms of the normal demands of the activity. For example, a sponsor will be told to make directions simple, repeat often, and not to rely on reading skills. Past experience has shown that knocking on doors in the outside world with a special education "calling card" often prompts a quick rejection.

Feedback of the CIPED experience to the resource teacher is crucial. In-school training can be instituted to overcome behavioral problems identified. Once a capable young man with borderline intelligence was placed at a filling station to wash windshields. The experience quickly broke down when he ran and hid each time a car drove up. This painfully shy behavior had never been apparent in school. Immediately, arrangements were made to simulate this activity in the school parking lot with ample support and encouragement. Many teachers benefited from cleaner windshields and the student in question developed the confidence to handle the task.

CIPED has also provided job training for some students that had led to marketable skills. When a student has tried several activities in earlier grades and finds one by senior year that clicks, a"double CIPED" has been arranged, providing for two days out of school at the activity.

The following are examples of CIPED Activities that Special Education students are currently experiencing:

CLASSIFICATION	ACADEMIC LEVEL	CIPED ACTIVITY
9th graders		
Perceptually Impaired Girl	1st grade	Works in cafeteria. Aides with food preparation.
Perceptually Impaired Boy	3rd grade	Observes and performs light work in auto generator rebuilding plant.
Perceptually Impaired Boy	2nd/4th grade	Teacher aide in elementary phys. ed. classes
Emotionally Disturbed Boy	5th/8th grade	Pumps gas and checks fluid levels at Texaco station.

CLASSIFICATION	ACADEMIC LEVEL	CIPED ACTIVITY
10th graders		
Multihandicapped Boy (Cerebral Palsy)	1st/2nd Grade	Being trained to operate electric equipment by district technician.
Mentally Retarded Boy	5th/7th Grade	Working at Rutgers Univ. experimental horticulture lab. Doing various greenhouse maintenance tasks.
Emotionally Disturbed Girl	8th/9th Grade	Teacher aide in elementary school. Assists with instruction and construction of materials.
11th Graders		
Emotionally Disturbed Boy	9th/11th Grade	Sales clerk in shoe store. Does stockroom work also.
Perceptually Impaired Boy	5th Grade	Experiences all the operations of the township Public Works Dept.
12th Graders		
Neurologically Impaired Girl	6th/7th Grade	Works in medical center for recuperating patients as aide. Assists in feeding and performs other simple chores to raise the comfort level of patients.
Emotionally Disturbed Boy	10th/11th Grade	Worked in computer center at Rutgers Univ. learning programming as well as machine operations.

CONCLUSION

We have attempted to present a detailed picture of our structured multi-leveled Resource Room approach to providing special education on the secondary level. We feel we have achieved a level of success that is in reasonable balance to the costs. It has been an evolutionary program that took five years to develop and refine. We have made a conscious effort to keep the program from becoming static by continually challenging the staff involved and supporting their efforts to be creative in meeting the needs of a changing population of handicapped students. Strong administrative support has been the keystone to the entire effort. The willingness of administration to make special education an integral part of the total school program, most clearly demonstrated by giving it equal department rank, contributed significantly to creating an environment in which special education could flourish.

It would not be fair to conclude without mentioning that our success does not come without its share of failure. Despite all that has been stated in terms of program strengths--flexibility, structure, adequate staffing, support services, and varied program options, we do experience consistent difficulty with specific segments of our handicapped population.

On one end of the spectrum, we have little success with students whose intellectual functioning approaches the trainable level. They appear to need a much more specialized structure and self-contained environment than can be provided in a traditional high school.

Other chronic problems concern students whose social maladjustment or emotional disturbances are manifested in serious defiance of authority, inability to hold to any standard of behavior, or truancy to a degree that no continuity can be established in their programs.

For mainstreaming success at the secondary level, we need a student who is at least willing to accept some degree of help. Those students unable to do so require much more comprehensive intervention than we can provide. In any program there ought to be a realistic awareness of its limitations by those in charge. Although our failures remain a very small percentage of the total population, they have had a positive effect in that each one stimulates intensive critical analysis that often results in some measure of program improvement.

APPENDICES

A. Role Descriptions
   1. Resource Room Teacher Level I
   2. Resource Room Teacher Level II
   3. Resource Room Teacher Level III
   4. Supplemental Instructor
   5. Resource Room Aide

B. Sample Schedules

C. Bi-Monthly Progress Report

D. Report Card

E. Guidelines for Resource Teacher/Counselor Responsibilities

F. End of Year Progress Report

G. Resource Room Courses

H. IEP Annual Review and Instructional Guide

Appendix A- 1

POSITION: Special Education Teacher - High School
Resource Room I Program

QUALIFICATIONS: Teacher of Handicapped Certificate K-12
Primary Academic Teaching Skills (1 to 4)
Vocational Preparation Teaching Skills

PROGRAM GOALS:

To provide an appropriate educational program for high school age classified students functioning on academic levels from readiness through grade 3. This program should foster learning, social and emotional growth geared particularly towards vocational development.

PERFORMANCE RESPONSIBILITIES

1. Provide individual and small group academic instruction on primary levels in the areas of reading, spelling, writing and arithmetic to a maximum of 15 students.

2. Develop and implement a 4 or 5 year sequential curriculum that has as its primary objective the preparation of students for employment or additional special training.

3. Develop instructional techniques and materials to accommodate students with intellectual limitations, physical, neurological and perceptual impairment and emotional problems.

4. Develop in cooperation with regular classroom teachers suitable courses in the areas of Art, Music, Phys. Ed., Industrial Arts and Home Economics.

5. When necessary, accompany students to classes in the above areas and assist the regular teacher as needed.

6. Assume all duties normally provided by a guidance counselor for the students assigned to the Program, including scheduling, parent contacts, school and career counseling and problem solving.

7. Plan individual student programs at the beginning of each year according to established Special Service guidelines and Child Study Team recommendations. Summarize this plan in writing.

8. Evaluate student progress on a continuing basis and formally in the Spring using test instruments recommended by the Child Study Team. Summarize student progress in a written report by June.

Appendix A-1 (continued)

Special Ed Teacher - Resource Room I Program

9. Keep all High School staff informed on a need to know basis about the limitations and special considerations of handicapped students in the program.

10. Maintain frequent contact with parents by phone or conference regarding student progress.

11. Hold at least one evening information session at the High School for parents.

12. Participate in inservice programs designed to foster understanding of the needs of classified students and provide skills for successful implementation of the mainstreaming philosophy.

Appendix A-2

POSITION: Special Education Teacher - High School
Resource Room II Program

QUALIFICATIONS: Teacher of Handicapped Certificate K-12
Elementary Academic Teaching Skills (3-7)
Vocational Preparation Teaching Skills

PROGRAM GOALS:

To provide an appropriate educational program for high school age classified students functioning on grade levels from 3 to 7. This program should foster academic, social, and emotional growth, utilizing basic instruction, supplemental instruction and limited mainstreaming.

PERFORMANCE RESPONSIBILITIES:

1. Provide individual and small group academic instruction on elementary levels (3 to 7) in areas of reading, spelling, writing and arithmetic to a maximum of 20 students.

2. Provide supplemental instruction to regular classroom instruction as needed.

3. Work closely with regular classroom teachers with whom Resource Room students are placed. Advise teachers on the strengths and limitations of students and aid in adapting curriculum to meet student needs.

4. Plan individual student programs at the beginning of each year according to established Special Service guidelines and Child Study Team recommendations. These programs should provide for sequential growth in both academic skill areas and vocational readiness.

5. Develop materials and techniques to accommodate students with intellectual limitations, physical, neurological and perceptual impairments and emotional problems.

6. Assist each student's guidance counselor in accomplishing all the considered decisions including scheduling, career counseling and parent contacts.

7. Evaluate student progress on a continuing basis and formally in the Spring using test instruments recommended by the Child Study Team. Summarize the results in a written report by June.

Appendix A-2 (continued)

Special Ed Teacher - Resource Room II Program

8. Keep all High School staff informed on a need to know basis about the limitations and special considerations of handicapped students in the program.

9. Maintain frequent contact with parents by phone or conference regarding student progress.

10. Hold at least one evening information session at the High School for parents.

11. Participate in inservice programs designed to foster understanding of the needs of classified students and provide skills for successful implementation of the mainstreaming philosophy.

Appendix A-3

POSITION: Special Education Teacher - High School
Resource Room III

QUALIFICATIONS: Teacher of Handicapped Certificate K-12
High School Teaching Skills
Career Counseling Skills
Familiarity with Community Resources

PROGRAM GOALS:

To provide academic and emotional support for fully mainstreamed classified high school students to insure success in their regular classes. Also to provide intensive career guidance and planning so that every classified student leaving the High School has vocational direction.

PERFORMANCE RESPONSIBILITIES:

1. Provide supplemental instruction for classified High School students who are experiencing temporary difficulties in regular courses.

2. Work closely with regular classroom teachers with whom Resource Room students are placed. Advise teachers on the strengths and limitations of students and aid in making appropriate adaptations in course requirements and grading to accommodate student needs.

3. Keep all High School staff informed on a need to know basis about any special consideration concerning handicapped students in the program.

4. Participate in any school conferences with parents of students assigned to the program.

5. Counsel all classified High School students during the year prior to graduation concerning career or vocational planning. Aid each student in arranging for employment or further training following departure from the High School.

6. Develop and maintain working relationships with all available community resources that can provide employment or further training for handicapped students after High School.

7. Work cooperatively with Guidance and Career Development, coordinate all in-school career guidance resources available for handicapped students. Assist in writing grant proposals, researching new trends, and disseminating information to staff and parents concerning career opportunities for handicapped students.

8. Participate in inservice programs designed to foster understanding of the needs of classified students and provide skills for successful implementation of the mainstreaming philosophy.

Appendix A-4

THE ROLE OF THE SUPPLEMENTAL INSTRUCTOR

The role of the Supplemental Instructor in the Resource Room has many aspects. Since the Resource Room is designed to meet the very special needs of the classified students, a great deal of the instruction is done on an individualized basis. Therefore, it is not always possible for the teacher to give constant attention to each student, or to always be on call at the moment a student is having difficulty with the daily assignment.

Whether working on individual problems or in group activities, the student often needs additional assistance which the supplemental instructor can provide. She can also provide tutoring to a student who is working on a completely individualized task and needs constant one-to-one instruction.

By lightening classroom demands, the Resource Room Teacher is free to attend to severe learning problems, emotional needs, crisis intervention, teacher conferences and the administrative aspects of the Resource Program. The Supplemental Instructor can also provide the type of tutorial service that we wish to provide the mainstreamed students who need assistance with their academic load. Thus, the instructors will have even more time for the more complex problems of our Resource Room students.

If the teacher is called out of the classroom for crisis intervention, the Supplemental Instructor can cover classroom supervision. The Supplemental Instructor can also accompany a student who needs assistance to the nurse's office, the bathroom, the library or any other facility. For example, an epileptic student who may need constant supervision can be accompanied by the aide rather than using the teacher's time.

The Supplemental Instructor also presents another personality in the classroom with which the students can interact. The additional social interaction is valuable.

In summary, the Supplemental Instructor's role is not always to introduce instruction but to supplement the planned work assigned daily. She is a valuable asset to both the teachers and the students. The students greatly appreciate the assistance and attention, and they benefit from the one-to-one instruction.

Appendix A-5

ROLE DESCRIPTION

RESOURCE ROOM AIDE

1. Carry out a plan of individual instruction specified by the Resource Teacher.

2. Locate and demonstrate use of materials needed by students to complete assigned work.

3. Set up and operate audio-visual equipment.

4. Help students maintain focus in order to complete tasks.

5. Help students resolve problems encountered during independent work.

6. Assist the Resource Teacher when dealing with inappropriate behavior.

7. Maintain safety standards when emergency situations require the Resource Teacher to leave the room.

8. Accompany students to other parts of the building when they have difficulty finding their way.

9. Help students find their bus for transportation home.

SAMPLE SCHEDULES

APPENDIX B

Freshman Girl, Level I
Classification: Educable Mental Retardation
Academic Levels -- 1st/2nd grade

Period	Courses	Notes
1	Foods	regular class
2	Music	special ed class
3	Industrial Arts	special ed class
4	Art	special ed class
5	Physical Education	special ed class
6	Lunch	
7	Independent Living	special ed class
8	English I and Basic Math	Resource Room Instructor

Sophomore Boy, Level II
Classification: Emotionally Disturbed
Academic Levels - 5th/6th grade

Period	Courses	Notes
1	General Biology	regular class
2	Horticulture I	regular class
3	Math Skills	Compensatory Education Program
4	Lunch	
5	English IIA	regular class - low section
6	Physical Education	regular class
7	Study	Resource Room Instruction
8	Band	regular class

Junior Girl, Level III
Classification: Neurologically Impaired
Academic Levels - 7th/8th grade

Period	Courses	Notes
1	Physical Education	regular class
2	Biology I	regular class
3	Shorthand I	regular class
4	U.S. History IA	regular class - low section
5	French III	regular class
6	Lunch	
7	English IIIA	regular class - low section
8	Study	Resource Room tutoring

BI-MONTHLY PROGRESS REPORT

Student _____

Teacher _____

Subject _____ Date _____

Current unit/topic of study -

_____

Progress is satisfactory ☐

Estimate of grade at this time: A B C D F I

Problems are developing in:

1. Attendance ☐
2. Work Quality ☐
3. Attitude ☐
4. Behavior ☐
5. Participation ☐
6. Preparation ☐

Additional Comments:

PLEASE RETURN TO: PHIL HULLSCHLEGER

Resource Teacher for Student is:

☐ Solway ☐ Petry ☐ Kuehn

SAMPLE REPORT CARD

APPENDIX

Freshman Girl
Classification: Educable Mental Retardation
Functional Levels - 1st/2nd grade

20349

SOUTH BRUNSWICK H.S. 1978-79
CLASS OF 1982

HOMEROOM 028
COUNSELOR: MONROE

PREVIOUS CREDITS

COURSE NAME	NUMBER	TEACHER	1 MARK	1 C1	1 C2	1 AB	2 MARK	2 C1	2 C2	2 AB	MID YEAR EXAM AVG	3 MARK	3 C1	3 C2	3 AB	4 MARK	4 C1	4 C2	4 AB	FINAL EXAM AVG	COURSE CREDIT
APP MATH I	391 1	SOLWAY	C																		
ENGLISH I	191 2	SOLWAY	C																		
PHYS ED	891 1	SCELBA	A	7	4																
ART	791 1	RICHARDS	B																		
FOODS	732 1	WOODRUFF	B																		
INDEP LIVING	792 1	WOODRUFF	B																		
MUSIC	793 1	ZBORAY	B+	4																	
INDUSTRIAL ARTS	991 2	MIDDLE	B	4																	

ABS	TAR	DIS	ABS	TAR	DIS	ABS	TAR	DIS	ABS	TAR	DIS	
1												YEAR
												CAREER

GRADES

A	95-100
A-	90-94
B	85-89
B-	80-84
C	75-79
C-	70-74
D	65-69
F	0-64

REMARKS (C1 AND C2)

1 EXCESSIVE TARDINESS OR ABSENCE
2 DOES NOT USE ABILITY
3 EXCELLENT EFFORT
4 SATISFACTORY EFFORT
5 INCOMPLETE ASSIGNMENTS
6 POOR STUDY HABITS
7 EXHIBITS POSITIVE ATTITUDE
8 EXHIBITS NEGATIVE ATTITUDE
9 PARENT CONFERENCE NEEDED

AB IS THE NUMBER OF UNEXCUSED CUTS .. EXCEPT CIPED

SCHOOL ATTENDANCE IS CUMULATIVE

NOTE: App. Math I and English I are provided in the Resource Room. All other courses are provided by content area teachers in regular departments exclusively for Special Ed. students.

Appendix E

GUIDELINES FOR RESOURCE TEACHER/COUNSELOR

RESPONSIBILITIES CONCERNING CLASSIFIED STUDENTS

1. Classified students should remain on counselors' lists.

2. Resource Room teachers will attempt to do all counseling. Classified students, however, may have a need to see their assigned counselor, especially if the student encounters difficulty with the instructional role of the Resource Teacher.

3. Resource Room Teachers will do all scheduling tasks for classified students.

4. Counselors will share all classified student and parent contacts of any significance with Resource Teachers as soon as possible.

5. Counselors will be a resource for the Resource Room Teachers in their attempts to provide for the counseling needs of classified students.

6. There will always be needs for exceptions to the above guidelines. In such cases the counselor and Resource Room Teachers will meet early in the year and reach agreement on each others role.

Appendix F

END OF YEAR PROGRESS REPORT

HIGH SCHOOL RESOURCE ROOM PROGRAM

NAME_____ Grade____ Date_____

1. ACADEMIC PROGRESS

   Current Reading Level: (Analytical Reading Inventory)

   Arithmetic Level: (Old Wide Range)

   Spelling Achievement: (Wide Range List I or II)

2. SOCIAL PROGRESS

3. EMOTIONAL GROWTH

4. VOCATIONAL PREPARATION

%. RECOMMENDATIONS:

Appendix G

RESOURCE ROOM COURSES

COURSE #	NAME	SEC	ROOM	PERIOD	TEACHER
191	English I	1	51	1-1	R. Jones
191	English I	2	20	1-1	G. Kuehn
192	English II	1	51	1-1	R. Jones
192	English II	2	20	1-1	G. Kuehn
193	English III	1	51	1-1	R. Jones
193	English III	2	20	1-1	G. Kuehn
194	English IV	1	51	1-1	R. Jones
194	English IV	2	20	1-1	G. Kuehn
291	Social Studies I	1	51	2-2	R. Jones
291	Social Studies I	2	20	2-2	G. Kuehn
292	Social Studies II	1	51	2-2	R. Jones
292	Social Studies II	2	20	2-2	G. Kuehn
293	Social Studies III	1	51	2-2	R. Jones
293	Social Studies III	2	20	2-2	G. Kuehn
294	Social Studies IV	1	51	2-2	R. Jones
294	Social Studies IV	2	20	2-2	G. Kuehn
391	Applied Math I	1	51	3-3	R. Jones
391	Applied Math I	2	20	3-3	G. Kuehn
392	Applied Math II	1	51	3-3	R. Jones
392	Applied Math II	2	20	3-3	G. Kuehn
393	Applied Math III	1	51	3-3	R. Jones
393	Applied Math III	2	20	3-3	G. Kuehn
394	Applied Math IV	1	51	3-3	R. Jones
394	Applied Math IV	2	20	3-3	G. Kuehn
691	Prep. for Typing I	1	51	4-4	R. Jones
791	Art	1	51	5-5	R. Jones
991	Industrial Arts	1	20	4-4	G. Kuehn
992	Career Exploration	1	SPS	9	B. Fishbein

INDIVIDUALIZED EDUCATIONAL PROGRAM

ANNUAL REVIEW

Student_____ Grade_____ Program Eff. Date_____

Annual Review Conference Date_____ Classification_____

Placement: SBHS, Resource Room I II III, Resource Teacher_____

I. Current Levels of Academic Functioning:
Reading_____ Writing_____ Spelling_____ Arithmetic_____

/ / Able to function academically on grade level.

II. Other current needs requiring special services:

_____

_____

_____

_____

_____

_____

III.

	Subject	Class Schedule	Teacher
1.			
2.			
3.			
4.			
5.			
6.			
7.			

IV. CIPED/5th Day Program:_____

_____

V. Additional Services:

Speech Therapy: Days_____ Therapist_____
Counseling: Days_____ Counselor_____
Transportation: _____

VI. Assessment of Progress: Where appropriate, CAT scores obtained in late spring will be used. In addition, where basic skill instruction is provided by the resource room program, individual testing in areas of reading, spelling, and arithmetic will be used. Ongoing monitoring will be provided by the high school Child Study Team through observations and weekly meetings with resource teachers.

INSTRUCTIONAL GUIDE

Effective Date _____ For _____

Annual Goal: _____

_____

_____

Objectives	Person Responsible	Activities, Materials and Techniques